The Hamilton Spectator

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Kirkland Inaugurates 1st President; Samuel Babbitt Gets Chain of Office

Babbitt Stresses Role of Student

BY RONALD J. BRUCK

In his inaugural address today, President Samuel F. Babbitt blamed college administrators and faculty for the current wave of student unrest across the country.

Siding with the students in their charges of irrelevance, inconsistency and dehumanization of undergraduate education, President Babbitt said most colleges have failed to keep pace with the times. Their curricula, designed to turn out a successful applicant to graduate school, are still structured to meet the needs of the early 1960's.

Kirkland's President said that two main forces influencing present curricula are the availability of vast federal funds for graduate school scholarships in defense-related areas of study, and the ever-increasing number of students entering graduate-level training.

Enthusiastic Endorsement

Because faculties at both public and private universities have enthusiastically endorsed these trends and continue to vie for more government - supported programs, there has been, according to Babbitt, "a near-eclipse of undergraduate education. What was the center of higher education has become a bothersome appendage, necessary only as a step toward higher things.

"When opportunity knocked on the drawbridge of the Ivory Tower," Babbitt continued, "the drawbridge came down with such a crash that it will never get up again."

The newly inaugurated President said that the curricular crisis on American campuses today results from undergraduate students directly challenging the type of training which led the faculty to its current eminence. He added that the faculty which is thus challenged is still in control of the means of changing the curriculum.

Students, not Faculties

Babbitt said he definitely does not advocate relieving the faculty of its control over the curriculum but urged it to keep pace with the need for change and new directions. "The students rather than most faculties or administrations at this moment in time are raising and defining the issues in American education," he added.

Citing the recent events at Harvard, President Babbitt criticized the methods of those radical students who have totally disrupted campuses across the nation, and said no student should feel surprise when violent acts, such as the occupation of buildings, the eviction of college officers, and the disruption of the academic process are met by violent means.

(Continued on page 9)

Kirkland President Samuel Fisher Babbitt

Festivity Includes Tour, Colloquium

BY DONNA ORENSTEIN

Activities marking the inauguration of Samuel F. Babbitt as the first president of Kirkland College, began on Thursday, April 17, when the City of Rome was host to some 30 members of the Kirkland College Community.

Activities in Rome included an address to a student assembly at the Rome Free Academy, a bus tour of the city, a reception at the Rome Elks Club, and a dinner at the Lutheran Church, where President Babbitt was the principal speaker.

Utica Celebrates

On Friday, the City of Utica helped to celebrate the official inaugural ceremonies with a reception for invited guests from the city and college communities, a dinner at Fountain Elms, and a program on the philosophy of architecture at the Munson-Williams-Proctor Institute. Kirkland's architect, Benjamin Thompson, was the guest speaker.

The inauguration ceremonies began at 11:30 this morning following a procession from the Kirkland College administration offices to the Alumni Gymnasium on the Hamilton campus.

Walter Beinecke Jr., Chairman of the Kirkland Board of Trustees, instated Mr. Babbitt as president and presented him with the official chain of office which had been created for the occasion by Peter Ostuni, associate professor of studio art at Kirkland.

Following the investiture, President Babbitt delivered his inaugural address.

At 1 p.m. today there will be a luncheon in the Hall of Commons for invited guests.

Colloquium

At 2:30, a colloquium on *Student Concerns and the Institutional Response: An International View*, will begin in the Hamilton College Chapel. Participating in the colloquium will be educators from France, South Wales, South Vietnam, and the United States.

The participants are Jean Harzic, Deputy Cultural Counselor and Representative of the French Universities in the United States; Dr. Cecil W. L. Bevan, Principal of University College at Cardiff, South Wales; Nguyen-Dinh-Hoa, Counselor of the Embassy for Cultural and Educational Affairs for South Vietnam in Washington, D. C., and Mrs. Pauline Tompkins, President of Cedar Crest College in Allentown, Pa.

Following the colloquium, there will be a reception at 4:30 at the Bristol Campus Center for all participants and guests.

The activities of the day will be concluded with a special dinner for the Kirkland community at the Hall of Commons.

Coordination Gives Hill Colleges Benefits with Identity

BY ELSPETH SAVAGE

The purpose of coordination is the ability of two colleges to benefit from each other and still maintain separate identities.

This is the basic problem that Kirkland now faces. What the balance of coordination and separate identity at Kirkland is, now must be questioned.

When President Chandler was asked about Kirkland, he stated that Kirkland definitely did have an identity. "Kirkland is now identified by newness, one class, a new faculty and a new campus. I think the real identity crisis will be more likely to arise in five years from now when Kirkland patterns are set."

Kirkland was definitely established as an independent college. "Hamilton has guaranteed financial support only for Kirkland's launching. It's good for Kirkland not be too dependent on Hamilton," Chandler said.

On the aspect of Coordination, Chandler feels that Kirkland has done a tremendous amount for the Hill. "The atmosphere at Hamilton is much more lively this year. The feeling of isolation has also appreciably dissipated."

President Chandler also feels that Kirkland's separate identity has added a whole new dimension to the community. "Kirkland adds a much greater visibility as a separate institution than if it were a co-educational extension of Hamilton." It's very exciting being around the Kirkland community which works with such imagination and energy."

President Samuel F. Babbitt of Kirkland agreed with President Chandler in general when questioned on coordination, but stressed the importance of Kirkland's separate identity. "A rapport between Kirkland and Hamilton cannot exist unless Kirkland establishes a separate identity."

To Babbitt, the exciting aspect of Kirkland was the opportunity to start fresh and to build the best possible woman's college. He emphasized Kirkland's creative angle toward education, especially in regard to the freshman core course program.

As Trustee Mrs. McIntosh says, "It's challenging and thrilling to establish a college whose education is relevent to the 20th century woman."

When asked about his views on coordination, President Babbitt smiled saying, "We couldn't have done it without Hamilton."

Presentations

SUNDAY

The Poverty and Urban Crisis Film Series will present a film entitled "Ghetto Militancy" in the Chemistry Auditorium at 8:30 p.m.

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A Chapel service at 7:30 p.m. will feature as its speaker The Rev. Andrew McLelland from Union Theological Seminary in New York City.

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The Rev. John S. Finnegan will hold a Newman Mass in the Chapel on Sunday.

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At 1:00 p.m. the International Dance Instruction Program will be held in the Kirkland Lecture Room.

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MONDAY

The Kirkland Arts program will be sponsoring a film released by the National Educational Television network at 3 p.m., April 21 in the Science Auditorium. The movie is "The Invisible Man" taken from the novel **The Invisible Man.** (The film director Robert Hughes received an Oscar award for a previous film on Robert Frost.)

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The **Spectator** and **Canossa** will sponsor Allen Ginsberg, who will give a poetry reading in the gymnasium at 8:00 p.m. Tickets will be available at the door or at the Bristol Campus Center. Following the reading, the National Unitarian Church will sponsor Rick Maston, a folk singer in the Bristol Campus Center Lounge.

* * *

Four films by Margaret Mead and Gregory Bateson entitled: "A Balinese Family," "Childhood Rivalry in Bali and New Guinea," "Karba's First Year," and "Trance and Dance in Bali," will be presented by the Anthropology Film Series in the Chemistry Auditorium at 8:00 p.m.

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TUESDAY

B. E. Mwangi, second secretary from the Kenya Mission to the U. N. will give a lecture entitled: "East African Politics Today," in the Science Auditorium on Tuesday, April 22nd at 8:00 p.m.

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WEDNESDAY

There will be an Organ - Harpsichord Recital with David Walker from the First Presbyterian Church in Utica as organist, in the Root Art Center on Wednesday, April 23rd, at 8:00 p.m.

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THURSDAY

A lecture entitled: "Urban Financing: The Art of the Impossible," will be given by Frederick O'Reilly Hayes '47, special assistant to Mayor Lindsay in the Chapel on Thursday, April 24th at 8:00 p.m.

* * *

Kinokunst-Gesellschaft film series will show "Smiles of a Summer Night," directed by Ingmar Bergman (Sweden 1955) in the Chemistry Auditorium Thursday - Saturday at 8:00 p.m.

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FRIDAY

A special touring company will present the original Broadway version of "A Funny Thing Happened on the Way to the Forum" on Friday, April 25th at 8:00 p.m. in the Chapel. Tickets will be on sale at the Bristol Campus Center office or at the door, at $2 per person.

SATURDAY

On Saturday, April 26th at 8:30 p.m. there will be a Vocal Recital with Professor and Mrs. James Fankhauser in the Chapel.

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Casino Weekend: "mock gambling" activities will begin at the Bristol Campus Center at 10 p.m. Saturday night and won't end until 2:00 a.m. Total prizes of $300.00.

The Hamilton Spectator

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Pres. Babbitt's Success Due To Long Education Career

BY CHRISTIE HAMMES

It is not at all surprising that Kirkland's Board of Trustees selected Samuel Fisher Babbitt as the first president of the college. His career in education has been varied and outstanding in every way. Since the opening of Kirkland in September he has shown, in his capacity as president, an indispensible wisdom stemming from his broad experience.

Samuel Babbitt received his education at The Foote School in New Haven, Connecticut, and graduated *Cum Laude* from Pomfret School in Pomfret, Connecticut. He received his B.A. from Yale College, his M.A. from Yale Graduate School, and his Ph.D. in American Studies, also from Yale.

Before receiving his B.A., Babbitt served in the U.S. Army from 1948 to 1951. He spent 11 months overseas in the Korean War and was awarded the Silver Star.

President Babbitt began his career in education as an Assistant to the Director of Admissions of Yale College and Assistant to the Freshman Dean. He later became Assistant to the College Dean for academic and personal counselling. In 1957 Babbitt became Dean of Men and Lecturer in English at Vanderbilt University, where he remained for five years.

President Babbitt

Upon leaving Vanderbilt, Mr. Babbitt became associated with the Peace Corps for 18 months. He served as Director of the Office of Public Affairs in Washington and developed the system of liaison with colleges and universities throughout the country.

In 1963 Babbitt returned to Yale where he continued his doctoral studies while serving half-time as Assistant Dean of Yale College. He then became Assistant Dean of the Yale Graduate School.

Mrs. Babbitt, the former Natalie Moore of Cleveland, Ohio, is author of two children's books, *Dick Foote and the Shark* and *Phoebe's Revolt*. The Babbitts collaborated on the writing and illustrating of another children's book, *The 49th Magician*, published in 1965. They have three children, two sons and a daughter.

One of President Babbitt's favorite hobbies, according to his wife, is collecting first editions of American authors. He loves all water sports, especially sailing, and he enjoys gardening for relaxation. At Yale Mr. Babbitt sang with the Whiffenpoofs. He also plays the guitar as accompaniment.

In the 1968-1969 Catalog, President Babbitt defines teaching as an "exchange between an experienced learner and an inexperienced one." This seems to be his philosophy not only as a teacher but as an administrator.

He has had to help bring students "back down to earth" several times throughout this year. He has the community's respect because it knows that his guidance is not an exercise of power, but a valuable offer to share his experience with students and by so doing to help them find meaning in theirs.

Kirkland Social Science Core Incorporates Independent Study into Quest for Knowledge

BY TONI SHORROCK

Kirkland is awaiting the results of the core courses' first experiment with independent study projects.

The second semester Social Science Core is adding many different perspectives to the problems of the Negro in America, which were examined by a series of lectures in the first semester. The year's course is designed to incorporate all the Social Science disciplines in an attempt to understand one current and crucial situation involving man and his society.

Working from groups of ten, the students are independently pursuing related research projects. The most important phase of the semester's work will be each group's efforts to draw together all its research to form a coherent statement about the general topic with which it began.

Reason for Program

Carl Schneider, head of Kirkland's Social Science Division, commented on the division's reasons for constructing the second semester's course in this way. It is difficult to find a way to emphasize the inter-disciplinary approach to the social sciences. In the humanities, it is possible to explore a "period," incorporating its philosophy, history and literature; in the sciences, one can trace the development of an idea in an historically oriented course such as our Science Core.

The various social sciences share one theme: man and society. The man can be the Economic Man, the Political or the Social Animal, but the function of each social science is to examine his relationship to society from a particular perspective. An extensive social problem such as the Negro in America must be explored from all of these perspectives.

Each of the second semester groupings was constructed so that it contained students who had had first semester experience with every one of the five social science disciplines. It was hoped that this variety of experience would bring out the multi-dimensional aspect of the particular topic chosen by each group.

Very Successful

Many students remarked that this part of the project had been very successful; two girls exploring the same material from anthropological and psychological points of view found each other's work surprisingly different. Many of us came to grips with Hamilton's library; this initial experience was helpful because it taught us to Know Better in the future.

Some groups have already completed their individual work and compiled their results. The work is interesting and specific enough to be made a part of our reference library; the bibliographies for work done on the Negro influence on jazz for example, or on individual Black leaders, or on specific Black organizations, or on racial problems in other countries will certainly prove useful to future researchers.

Since most of the groups have not yet completed their final compilations, it is impossible to judge the total success of the projects. The Social Science Division admits certain mistakes in the mechanics of this year's organization of the projects. Among these was the failure to fully communicate to the students the ultimate purpose of the work they were to do, that is, the understanding of the multi-dimensional aspect of social problems. Also deplorable was the lack of enthusiasm or even interest of many of the faculty involved. It is easy to see how this lack of enthusiasm affected the work of the groups under their direction. It is equally easy to see in the success of certain groups how important careful planning of organization was.

The Social Science Division placed much of its hope in the success of these projects as a result of what so many of us said in our Kirkland applications. We were tired of textbooks and explanations of assignments. We wanted an opportunity to do some really independent work—to *get into* something we care about. Sure was easy to say, wasn't it?

FOR RENT — June 15 - September 15, NYC apartment in vicinity of Columbia University; 2½ rooms furnished; $140 a month plus utilities; telephone 853-8340 for details.

HAS ANYBODY — found a bicycle? Somebody lost one. A girl's bicycle was left along side a tree in the vicinity of ELS. It was just before the first snow, before the mean, mean winter. Now, it's Spring. It's time for charity. Whoever appropriated this cycle might feel the spirit of the season and return it. If spirit is not enough, there is a reward. Contact Mr. Warren Wright of the Hamilton Speech Department through Campus Mail.

Letters to the Editor

Referendum . . .

To the Editor:

Kirkland College opened last September with a charter class filled with starry-eyed girls, and full of high aspirations, goals, and ideals about which the girls could be starry-eyed. At the outset, those stars seemed to hide the fact that the aspirations were never fully defined, or that some of the ideals needed to be modified to make them work.

Much has been accomplished at Kirkland this year with the formation of a constitution, a community assembly, the Kirkland *Commentary,* and the establishment of the Kirkland editors and voice in the *Spectator,* for examples. But it is recognized also, that we still are working to attain Kirkland student awareness, and we are making the task more difficult by not facing some of the problems that in reality exist.

One of those problems has been the lack of clarification of roles and differences between faculty and students and administration.

This in no way is to mean that we have an advisory relationship. It only means that we are not all "the same" by virtue of the fact that we are students, and there exists a faculty and there exists an administrative body. It is also not to say that that the student body is a homogenious group any more than is the faculty. It is to say, however, that in some aspects, students do act as students, and faculty as faculty, yet these areas have never fully been defined.

In trying not to acknowledge the confusion that exists, we find ourselves unable to work as effectively as possible, because we, as students, are not sure in what capacity we are to function. The college community is supposed to be based on mutual trust, and yet this trust has not brought us to confrontation concerning the problems of the relationship between the segments of the communty, as well as some general problems the college has faced.

The confusion exists because we are a new college and other priorities had to be met first, and the open channel of the government was only recently established. This may be part of the reason why the students, along with our unsureness of our role, have not acted in the full capacity of a student body. We have confronted professors as individuals about different aspects of the community, but never have given the impression that as a unit. We are aware of the problems that exist, and would like to share the responsibility in solving these problems.

Students and faculty are working together on committees, and yet there still is a feeling that not enough of the students aren't responsible enough to help make judgments for the community. There is now a fear among the students that next September, certain of the community's problems will be solved or altered without any consultation with the students. Perhaps this is an ungrounded fear, but it may be possible if we students do not demonstrate as a whole our awareness of the problems that exist, and our desire to help solve them. Such as the pass/fail system, evaluations, and the core course program.

Before the end of the year, the students' concerns must be demonstrated, perhaps in the form of a written list of recognized problems and possible alternatives, through the dialogue among the students at a dorm meeting. There then can be opened hearings of the whole community in which problems, cloudy issues, undefined roles and areas of jurisdiction, and general misunderstandings can be solved. Next year, then, we will be able to return to the college with the ability to say we, the students, really are helping make this college a success, and really do have a vital role in the decision-making capacity of Kirkland College.

Sincerely,
Leni Isaacs

Zoo Facts . . .

To the Editor:

Concerning the letter on "Femininity Need?" in the March 14 issue, it is suggested that the composers get their facts straight before they speak out so authoritatively. It is universally known that the male in almost every species of the Animal Kingdom in which there is a differenciation between the sexes is the one designed to attract. Until a couple of centuries ago, with the advent of trousers and the dark-hued, stylized male costume, this principle of nature held true with man as well, and males were as colourful and decorative as, if not more so than, their female counterparts. In calling for more personal seemliness, the gentlemen might abide by the saying: "Do but set the example yourself and . . . [we] . . . will follow you. Example is the best precept."

Sincerely,
Julie A. H. Beinecke '72

Superficiality . . .

To the Editor,

Though the claim that certain Kirkland girls resemble a specimen comparable to a degenerate Janis Joplin is perfectly valid, the sermon penned by four Hamilton men was indicative of the superficiality that pervades the Hamilton/Kirkland community.

Our purpose here is not to personify the glamorous or make-up gilded models seen scampering across the pages of Vogue. And if a Kirkland girl decides that she does not prefer to spend hours creating this image, but instead utilizes the time for experience that may develop her mind, her "image" has been enhanced to a far greater degree.

Secondly, that letter was a blatant case of "'the pot calling the kettle black." Is it feasible that Kirkland girls should want to make the time-consuming effort you deem necessary for a bunch of unappreciative, scruffy unshaven males sporting shreded sweaters, raunchy jeans and shirts which they boast haven't been laundered for an entire semester (Granted there are exceptions)?

Now that late winter has evolved into early spring perhaps the Hamilton camp should re-evaluate **their** strategy. The Hamilton spirit isn't the only one ebbing.

Femininely yours,
J. Ellen Balzereit '72

The "Young Tradition" will perform on the North side of the Campus Center this Tuesday at 8:15.

Kirkland College to Sponsor 'Young Tradition' Folk Group

BY MARIENNE BOGGS

The Young Tradition will be appearing on the North Terrace of the Bristol Campus Center Tuesday at 8:15. The Tradition, a trio of English folk performers, made their debut in the United States this summer at the Newport, Philadelphia and Mariposa Folk Festivals.

Response to the group was so great that now, on their third USA tour, they are coming to the Hill under the auspicies of Kirkland College.

The group has a total of five recordings, two of which have been released by Vanguard in America. Their latest album "Galeries" has received excited reviews since its release a few months ago.

The Tradition sings acappella and their sound is a fascinating blend of past and present. You cannot help but be aware of their technical perfection as you watch them. Their finesse, however, never becomes a dominant factor in their performance. They have a fine sense of humor about their music and are truly entertainers.

Heather Wood is the only woman in the trio and the only member to have served in the British Army. Peter Bellamy has one of the most electric voices in folk music today. The third member is Royston Wood, who sings the bass line in the group's harmonies with a warm, rich voice. He occasionally gives short readings during the performance.

Always in control of their music, the Young Tradition never gives the audience the impression that it is listening to something antiquated. They are the finest musical blend of past, present, and future to come this way in a long time.

Even if you are not usually turned on by folk music, the Young Tradition cannot fail to give you an evening of unmittigated joy.

Walter Beinecke: Versatile Head of Kirkland Trustees

This is the first in a series of articles focusing on the Kirkland Trustees.

Walter Beinecke Jr., chairman of the Kirkland Board of Trustees, has been instrumental in the founding and building of Kirkland. As a trustee of Hamilton, he worked closely with the late President McEwan of Hamilton in fostering the idea of Kirkland.

Mr. Beinecke is alert, energetic, and community spirited. For the past three years he has worked almost constantly at building Kirkland, doing everything from surveying the building plans to picking the Board of Trustees. He is proud of Kirkland and feels that the college is making tremendous progress in the field of education.

He is worried about the criticisms of Kirkland, saying people should remember that "Kirkland is not only a new college, but also just a freshman class." Personally he is greatly pleased with Kirkland's first year.

Aside from Kirkland, Mr. Beinecke has led an interesting and varied life. Born in New York City, he went to St. George's Preparatory school in Newport. After a few years he left school to join the Merchant Marines. Later he returned to George's to graduate.

Not wanting to go to college, he then decided to work in factories in Europe. He returned to America at the start of World War II. After a flurry of jobs, he became executive Vice President of the Sperry and Hutchinson Company (S&H Green Stamps). He now also owns a cattle ranch in Florida and Rainbow Springs, a resort in Florida. He is president of the Osceola Operating Company, a corporation of the businesses he owns.

Walter Beinecke,
Chairman of
Kirklands' Board of Trustees

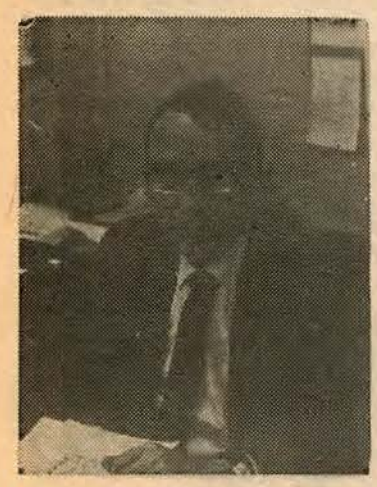
Aside from being Chairman of the Kirkland Board of Trustees and a trustee of Hamilton, Mr. Beinecke is also on numerous hospital boards. He is also actively interested in the Nantucket Historical Society. He has received three honorary degrees including a Doctor of Humanities from Hamilton.

He and his family (including one daughter at Kirkland) are now living in New York City but are planning shortly to move to Williamstown, Massachusetts. There Mr. Beinecke plans to take courses at Williams for a degree. He would eventually like to teach.

This "Spectator" is a special edition for the inauguration of Kirkland President Samuel F. Babbitt. The "Spectator" will return to its normal news format next week.

Kirkland College: Varying Ideas on Programs

Kirkland Grading Faults, Benefits



Professor Adrian Jaffee

BY
PROFESSOR ADRIAN JAFFE

It would be foolish to deny that the traditional grading system has a number of important advantages. It provides a *lingua franca* which facilitates communication among institutions and between students and their instructors, and it furnishes a general, if rough, yardstick of achievement of a certain kind.

It has an additional advantage of providing a structure from which faculty and students alike, if they experience the anxiety which comes from freedom, can draw varying degrees of comfort. Furthermore, despite attacks upon the grading system from well-meaning people, often educated in Schools of Education, grades do have a certain internal consistency and are not as arbitrary in practice as they appear to some to be in theory.

Traditional grades are based, however, upon a number of assumptions concerning what is, or ought to be, measured. One assumption is that the measure should be that of the degree to which a student has mastered, or not mastered, a finite amount of material or the degree to which a student has attained a predetermined level of confidence.

Student vs. Student

Another assumption is that a grade should measure the relationship of the work of one student to that of another. This assumption has, incidentally, the interesting effect of introducing a form of Calvanism into the grading procedure: if grades are assigned, overtly or covertly, on a curve, a certain number of students are damned in advance to failure.

Since they do not know this, however, they must, as Pascal pointed out, hedge their bets. In such a system it is normal and inevitable that students should compete not for achievement but for the grade, and since in their minds the faculty works in ways quite as inscrutable as those of the Court in Kafka's *The Trial*, they are led to consider ways in which favorable decisions can be influenced. Such a situation inhibits and falsifies the relationship which should exist between instructor and student.

The decision to abolish the formal grading system at Kirkland College was taken in full realization not only of the advantages which it had, but of certain difficulties which would be encountered. It was taken, however, in the light of the nature of the educational experience which Kirkland College proposed to offer.

First of all, that which is measured at Kirkland College is not a fixed degree of mastery, but progress. If a student enters a course at a given point and leaves it having progressed significantly, Kirkland College feels justified in granting her credit for the course. This means that instead of competing against her fellows, each student competes, in a sense, with herself, in an effort to realize to the full her own potentialities.

She is thus encouraged to reach as far and as high as she can, and it is more in her refusal to reach than in its actual length that a "failure" can occur. In addition, however, the student is offered, instead of a letter grade, a personal evaluation of her work which has two purposes: to acquaint the student with the opinion and assessment of her instructor, and to offer to her useful suggestions for any improvement that might be indicated. The evaluation is at once a statement and a diagnosis.

Abolish Formal System

There is, in this system, one inherent difficulty. Since an evaluation is written to and for the student, and concerns itself with expressed judgments, it is more personal than a grade; but since it is personal, it can also be far more disturbing.

Reactions to grades which are considered unfair are relatively simple, but reactions to evaluations with which the student does not agree are more complex. There is, however, no way out of this. To the extent that the evaluation is personal there will always be the risk of disturbance, but if it were not, it would be of little value.

In addition, since evaluations are written in prose, they must be read as literature. Words have connotations, shadings of meaning, tone, and these vary with the writer and the reader. What an evaluation "means" is as elusive as what any prose "means," but this cannot be repaired unless the evaluation is coded in grade terms, in which case the evaluation no longer exists or functions.

Difficulties

The student, however, is free to consider the evaluation as seriously as she wishes: it is for her help, and if it is not helpful nothing has been lost. When a grade is low, a great deal has been lost.

The absence of a grading system makes it possible to engage in dialogues between student and instructor which are quite free from overtone. Since the student can earn no Brownie points by doing additional work such additional work will be done for the only proper reason, the agreement by the student that it is valuable and helpful.

Since criticism of a student's work is not accompanied by inferior grades, it can be made by the instructor on its own merits and not as part of a possible punitive action. Most important, the system requires regular conferences with students in which their work is discussed in detail, and these conferences form an important part of the educational process.

The absence of a grading system is a function of the Kirkland College conviction that students are responsible and will be responsible in an atmosphere which takes this for granted. It may be argued, of course, that certain students may require the threat of low grades to induce them to work.

If this is true, the problem may well lie in the relevancy of the instruction, the understanding by the student of the nature of educational responsibility, the responsiveness of the curricular offerings to needs, the necessity for pursuing one's own goals. It is better to try to identify the problem than to get grudging compliance.

Student Choice

In summation, each system, the traditional and Kirkland's has inherent advantages and disadvantages, fundamental difficulties and problems. Kirkland College feels that the advantages of its system outweigh the disadvantages, and outweigh the advantages of the traditional system. Like all judgments, this may not be a correct one, but Kirkland's system must be given a full chance to work, by students and faculty alike, before any changes are made.

There is no stubborn refusal ever to recognize the need for change nor any reason to resist it, but change should only be made when, on mature reflection, there would appear to be valid reason for doing so.

One thing, however, is clear: the two systems are mutually exclusive and cannot for that reason be compromised. If there are no grades, there cannot be secret ones. If attendence is not compulsory, it cannot be made so by some device. Systems and attitudes have consequences, and consequences may not be avoided by deception without an utter loss of integrity.

A dialogue should always go on, with respect to systems, between students and faculty and among all interested members of the community, but choices should be made with care and with awareness of their consequences.

Kirkland Reality Not Catalog Ideal

Beth Eldridge

BY BETH ELDRIDGE
Kirkland Admissions Assistant

Representing Kirkland College to applicants, guidance counselors, parents, and the world at large is a peculiar, and at times very difficult, endeavor. It involves the somewhat intuitive problem of merging the idealisms of the catalog with the growing realities of the college at last in progress, and trying to make the theory and reality appear to be fairly consistent with each other.

Since my own personal priorities demand that I be an honest person before I am a discrete member of the administration, the discrepancies which I feel exist between the catalog and the actual workings of the college can present severe problems when I am working with the college's public.

While I agree almost entirely with the theories presented in the catalog, I have found myself becoming more disappointed with the actual progress of the college. It soon became apparent to me that I was most successful at being an enthusiastic Kirkland recruiter when I had been on the road of life for a while.

As soon as I left the campus the realities began to fade and the original idealistic vision of the catalog became more potent in my mind. One cannot, however, live one's life or do one's job on the road, either metaphorically or in reality.

Close the Gap

This article is my attempt to inspire members of the community to close the gap between the direction proposed in the catalog and that which I feel Kirkland is taking.

I do not think that Kirkland is failing as a college. On the contrary, this past year we had over 700 applications from extremely well-qualified students, and indeed the college has a great deal to offer them.

I do, however, think that Kirkland has already failed as an experimental college. To use a specific example, the idea of not requiring class attendance is, I suppose, experimental. This idea has already been "clarified" to mean that while one may receive credit for a course without attending classes, one's evaluation will very likely suffer from lack of attendance. I have no complaints with this as a valid theory, but it is no longer experimental.

It unfortunately places a kind of pressure on the student to do something she may not think worthwhile or educational for the sake of an evaluation, not for the sake of learning, and consequently creates the sort of atmosphere which the absence of a graded system was supposed to avoid.

It would indeed be unique to have a group of faculty members who did not basically think that their classes were of highest value to each student's education.

It Would Be Unique

It is almost a truism to say that 90% of one's education occure outside the classroom yet most Kirkland professors do not operate under any part of this assumption. They feel that if the student is not in class she of necessity loses more than she may be gaining elsewhere at that hour.

I use this only as an example of what I feel to be a general "cop-out" on the basic ideas of Kirkland. I certainly do not condemn the entire faculty. But I see no evidence of commitment on the part of some professors to the "total educational experience."

I see no commitment (again on the part of some) to an absolutely non-graded system, to letting the student mold a traditionally rigid academia to his own style of learning or expression or to the seminar (as opposed to lecture) system of conducting one's classes in the form of lectures further reinforces my impression that they are willing to let the students undertake a good deal of the responsibility for their own education.

In short, I have the impression that some of the Kirkland faculty are not happy to exist in a truly flexible environment.

Many of Kirkland's problems reside with the students — these do not present problems for me in representing the college, as many of them will disappear with the presence of upperclassmen to initiate and inspire. Many of them will disappear with the mere experience of living with others in an interdependent community.

Faculty Unhappy

One of the basic ideas of Kirkland is trust, faith, etc. In the ability of the students to grow, change, and learn and I am happy to remain flexible in my outlook towards them.

It is more difficult to assume that the faculty will grow and change and learn, and even more difficult to represent the faculty as something it is not when faced with a 17 year old girl who is going to make a major decision in her life based at least partly on the information I give her.

I think that the time has come for the students and faculty to evaluate themselves and each other in terms of what Kirkland is supposed to be offering its classes and to DO SOMETHING when they perceive discrepancies between what their education is supposed to involve and what it really includes.

It is true that I am not giving numerous concrete examples and solutions. I have heard enough specific complaints from students to know that they are aware of concrete problems.

This article is simply a reminder that the students have, in theory, the tools to fix broken ideas. It is time they stopped festering and used them.

Kirkland Accepts 194 Out of 664

The Kirkland College Admissions office has chosen 194 students for admission to the class of 1973 from some 664 applicants. From the public school applicants, 51.5% of the girls were accepted whereas 46% of the applicants from private schools were accepted, and 2.5% of the applicants from parochial schools were accepted.

Over half of the girls accepted, 54.5% are in the top tenth of their senior class as compared to 73% of the girls accepted who are in the top fifth of their class.

Forty percent of all the applicants are from New York State. The geographical distribution centers around the east with 20.3% of applicants from New England and 58.8% of applicants from the Middle Atlantic States. Four foreign students have been accepted, also an overwhelming majority of the girls, 77.9%, have SAT Verbal Scores above 600, 19.6% of them have scores above 700 and 58% of them have scores between 600 - 699.

All of the girls admitted to Kirkland for next year have been accepted as individuals who will undoubtedly be capable of adding a great deal to Kirkland in the future.

Successes, Failures, Uses, Abuses, Meanings

Special Apathy Plagues Kirkland

Professor J. L. Townsend

When asked to write on apathy at Kirkland, I realized that the term would need some re-definition. Few Kirkland students seem to lack feeling for the world around them. Therefore, the usual meaning of "apathy" as connoting a lack of involvement in social or political issues does not apply. However, the term does apply in another way to an unpleasantly large group. Too many of our "bright, self-motivated young women" must answer to the charge of intellectual apathy.

The *New York Times Magazine* of April 13 contains an interesting article on the admission of Yale's first "'coeds." The article quotes one applicant (a sophomore at one of our leading rivals in applications) as saying, "A lot of the student body . . . approaches education as simply book-learning and wants to leave it there." The same could be said of Kirkland College — with a slightly different meaning.

Complacency

Obviously and unquestionably, education should promote the growth of the whole individual, of more than the mind, but that sophomore and I make a different charge also — mental complacency. The development of the mind (after all, the primary function of any college or student) must involve more than "simply book-learning." And we must not "leave it there."

This all-too-prevalent attitude of learning the books and doing no further becomes particularly distressing when we consider the concerns of most Kirkland courses, especially the various Core courses. They provide questions, not ready-made answers. They ask for intellectual curiosity and analysis of assumptions. They attempt to further independence of thought, critical attitudes, and enthusiasm for learning. The curious, independently thoughtful, critical student appears—but all too rarely. At Kirkland, we should see more like her.

Everyone has heard the insistent cries for freedom to pursue one's own interests, freedom to follow one's own motivation, freedom to seek one's own education. Most Kirkland students are here because they shared in that insistence and showed a capacity to profit from independence and the absence of restrictive structure. Here we all have that desired freedom.

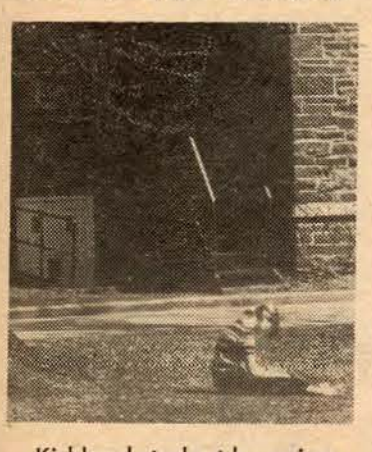
But we must follow through and use it in a dynamic way. Too many remain mentally inert. Too many assume that they have arrived at the promised land of freedom and need move no further .Far worse, a significant number proclaim (by word and deed) that they are now what they want to be. Very well, the freedom to vegetate is here. Most Kirkland students have the ability to learn the books well enough to remain here and probably graduate. But, to do so wastes a rare opportunity and throws away an important part of oneself.

In September, 1968, the average Kirkland girl could characterize herself (without danger of any charge but immodesty) as a very - intelligent, well-trained seventeen (or eighteen) year-old with an eagerness to experiment. She is in danger that upon graduation she can only say that she HAD potential and the opportunity to develop it.

With the apparent arrival of spring, we can look forward to seeing butterflies, but of the proper sort with wings and six legs. I, for one, have seen too many of the improper sort — vapid bipeds.

J. L. Townsend
Instructor in History

Student Reflects On Hill Isolation



Kirkland student lounging on the main quad.

The thought may strike you as you walk from the dorms to meals or classes that one, ciliary stretch of road is *the* feedline between this college and the rest of the world, a long arm holding Kirkland at its end, isolated and barely in touch.

Moved Away

I was hitch-hiking around Greater Clinton a while back, and my ride, a very crisp old lady, told me she had come to these parts to retire. I came here only two months ago, and though for a different reason, I still imagine that I have moved *away*, gone from New York City to somewhere slightly askew of center.

But I know all this is nonsense. If that crisp old lady picks up hitch-hikers, it's not isolation she is looking for. Old age isn't the time people seek to be isolated anyway; they move in with their children or go to old people's homes in an attempt to prevent it. And though sundry thoughts strike us all, not many people complain about isolation here as something physical. Clearly, it's not. New York is only a four hour drive away. Residents of very "together" parts of suburbia spend half that time driving to the City every day! A friend has a near impossible time getting to Kirkland from her home in the Mid-West. She must fly to New York, and then on out, and the trip may take her six or seven hours. What a wonder that this little college is so accessible to little old Peoria.

What Is Isolation?

But ours is the age of movement, or communication, you may object. Isolation is being distant from others, from events, from Peoria, Princeton, or the Met. Isolation is not being where you would will to be. I think New Yorkers feel this kind of distance more acutely than we, inhabitants of the outer limits, do. Manhattan is riddled with communication arteries, expressing every kind of isolation imaginable. Witness the overwhelming number of activities they've got going on all the time to combat isolation: dating services, sensitivity training programs, group therapy, and PAL are institutions more vital to the life of the city than to ours. If they are designed to combat isolation, then are all at the same time expressions of that isolation, isolation of an extreme kind. They are symptoms of that condition of our age.

To Find Satisfaction

If you can bridge communication gaps and find sort of satisfactory reality in the course of your lifef at Kirkland—at the local movie, art center, or whatever—this is more than some earthlings succeed in doing. Thus viewed, the flight to the moon is the ultimate expression of isolation.

The HAMILTON SPECTATOR

of Hamilton and Kirkland Colleges

Welcomes

Kirkland President

SAMUEL FISHER BABBITT

Kirkland History — 1961-1966

The late President and Mrs. Robert McEwen.

BY JANE BALZEREIT

Late Hamilton College President Robert W. McEwen issued a memorandum to the Long-Range Planning Committee on August 20, 1961 that stated a proposal for the development of coordinate colleges. This historical communique was the overt act initiating a series of events from which Kirkland College evolved.

It was President McEwen's desire to meet the challenge of a period of rapid change in higher education. Recognizing the notorious conservatism of colleges in their respective programs he stated, "Planning a new college to meet a new need or an ancient need in a new form, adjacent to a solid and established instiution, offers a chance not only for experiment in the new institution but also for the lively impact of that new program on the older one adjacent."

A long-range planning committee chaired by present Vice President and Provost Richard W. Couper explored the possibilities in regard to the nebulous concept of a coordinate college at sporadic meetings during 1962.

By January, 1963 Mr. Couper, speaking for his committee, advocated the concept of the college cluster. This idea is best exemplified in the United States in Claremont, California where a group of five colleges has gradually been added to the founding institution, Pomona College.

Meetings in early July of 1963, convened for the express purpose of discussing the nature of coordinate colleges which might be developed in relation to Hamilton, unanimously narrowed the consultants' choice to a college for women. The decision was prompted by the observation that opportunities for higher education for women in this part of the country were not as well developed as for men.

The committee also felt a need for a new institution which would fulfill as completely as possible the "intellectual and personal needs of women in the second half of the twentieth century." At this time it was also suggested that another committee, including a number of qualified women, be formed under the chairmanship of Walter Beinecke Jr.

Kirkland's final statement on the educational philosophy was prepared by two groups of educators—the first under the guidance of Dr. McEwen and the second under a different group chaired by Dr. Millicent C. McIntosh. It is apparent from the statements issued by the Advisory Committee that their enthusiasm generated the unique approach that was to characterize Kirkland College.

While the pressing need for a college which would maintain high academic standards for women was recognized, the greater flexibility required of women than men and the imperative need to consider the whole pattern of a woman's life were stressed.

The diverse Advisory Committee was comprised of representatives from Barnard, Harvard, Radcliffe, Columbia and Sarah Lawrence. It was almost in complete agreement on principles and objectives, and yet engaged in lively and healthy disagreement in regard to minor details.

While the Advisory Committee reviewed and redefined the underlying philosophy of the proposed Women's Coordinate College, architectural firms were interviewed, sites were inspected and finances examined.

On April 10, 1965, in addition to announcing that the "Women's Coordinate College" would thereafter be called Kirkland College, it was reported that the required charter had been granted. Shortly after a fund-raising program was planned, work with the architects got underway and candidates were sought out and subsequently interviewed for the presidency of the College.

President McEwen reported the appointment of Samuel Fisher Babbitt as President and of Miss Inez Nelbach as Dean to the Board in January, 1966. *The Yale News* carried the story of their graduate school assistant dean's appointment as well as his initial reactions. He saw the new opportunity as a "challenge, a once in a life time chance. I will not be weighed down by precedent or tied to an educational philosophy other than that of quality. That's hard to beat." He also stated that "we seek the best of both worlds."

Richard W. Couper, the acting President of Hamilton College, aptly dubbed the ground-breaking ceremonies as an "earth-moving" in May, 1967. The final design of the college was approved by a small group of administration and faculty in the 2 years preceding its opening. The faculty was carefully screened to prepetuate the broad first-year curriculum and to form the basic attitudes and ideals which would inevitably determine Kirkland's unique kind of education.

The true beginning of Kirkland College was heralded in September, 1968, with the arrival of the charter class. This body of individuals comprised the most essential ingredient of all.

In its first year Kirkland College has provided all of its community members with a massive learning experience. It has provoked overdue change in its adjacent coordinate college. More importantly, Kirkland has evoked hope within its community that its characteristic flexibility will be maintained and its philosophy ultimately fulfilled.

Millicent McIntosh
Vice Chairman of the Kirkland Board of Trustees

President Babbitt with Kirkland in the background.

Hill's Long Range Program Includes Cluster of Colleges

BY CHRISTIE BELL

A vast cluster of coordinate colleges on the Hill is envisioned by Kirkland and Hamilton planners and administrators.

"The trustees of Hamilton, in committing themselves to the launching of a new autonomous institution," Kirkland President Samuel F. Babbitt said, "set in motion a plan to build a cluster of four or five colleges on adjacent land so that, in time, the accrued benefits of each might result in a kind of undergraduate university marked by the breadth and diversity of its offerings . . ."

Hamilton Vice President of Resources and Development Brecher explained that, at the present, it is almost impossible to say what type of college community will exist on the Hill thirty years from now.

"This," he said, "is due to the constant change of education these days: It would have been much easier 30 years ago, to envision an institution of today. Change was not as rapid as it is now. Plans for such things as coeducation, Black Studies Centers, which are fast becoming popular, weren't given much thought two years ago. At such a rate of change, cost of education, growth of new institutions, and federal government involvement, are difficult to predict over that period of time."

Brecher continued to say that this doesn't mean there is no definite plan, but future plans are tentative and most likely subject to change. He said that the present concern is financing Kirkland and the new joint library. Brecher stressed the need for "the next five to ten years to be spent making the present coordinate pattern of Hamilton and Kirkland so workable that probably we can do here what others aren't doing elsewhere."

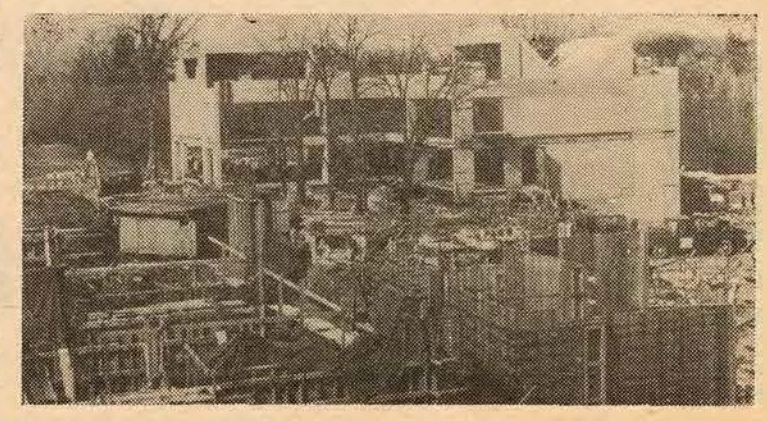
When this pattern has been well established, then definite thought can be given to the next institution of the cluster. Brecher also pointed out that in thirty years Kirkland will have as many as 4,000 or 5,000 alumnae who will have their own ideas and opinions to offer as to what steps should be taken.

Concerning the tentativeness of the long range plan, Assistant to the President of Kirkland Jesse Zellner, said, "There is no definite written plan that I know of. If any such plan were ever written down, its life expectancy before it is altered might be compared to that of a lieutenant in Viet Nam!"

Zellner said that plans change rapidly, but he felt that everyone was still committed to the concept of "a group of colleges directed toward undergraduate studies, residential in nature, with a numerically small enrollment, and clustered together for mutual benefit."

As to the types of colleges these will be, Tolles explained that several suggestions have been made as to possible areas of study. These ideas, however, are still only part of a dream.

One possibility was a foreign language college embracing required study for a year or two in the country the student might be interested in. A self-help college was also proposed in which students would do a great share of the operational work and manual labor, similar to Berea College in Kentucky. A third suggestion was a college which would prepare students for government service both national and international.



In less than a year . . .

Kirkland Guests

The following is a list of delegates and officials who are attending the inauguration of Kirkland President Samuel Fisher Babbitt this weekend:

PLATFORM PARTY

Samuel F. Babbitt_____President, Kirkland College
Curt W. Beck___Kirkland Academic Advisory Council (KAAC)
Walter Beinecke, Jr.__Chairman, Board of Trustees, Kirkland
William Bolenius _____Kirkland Trustee
Coleman Burke_____Chairman, Board of Trustees, Hamilton
John W. Chandler_____President, Hamilton College
Richard W. Couper_____State Department of Education
Samuel Devons _____KAAC
Mrs. John S. Dietz_____Kirkland Trustee
J. Kenneth Donahue_____President, Utica College
Mrs. Harry W. Havemeyer_____Kirkland Trustee
Adrian Jaffee _____Kirkland Faculty
Grant Keehn _____Kirkland Trustee
Konrad Matthaei _____Kirkland Trustee
Mrs. Robert W. McEwen_____Kirkland Trustee
Millicent C. McIntosh_____Kirkland Trustee
John Perry Miller_____KAAC
Inez G. Nelbach_____Dean, Kirkland College
Charles G. Root, Jr._____Kirkland Trustee
Carl J. Schneider_____Kirkland Faculty
W. Stewart Tosh, President Mohawk Valley Community College

COLLOQUIUM SPEAKERS

Daphne Petri_____Kirkland Student Representative
Dr. C. W. L. Bevan, Principal, University College, Cardiff, Wales
Jean Harzic, Deputy Cultural Counselor and Representative of French Universities in the U. S., official representative, Cultural Service of French Embassy
Prof. Nguyen Dinh Hoa, Counselor of Embassy for Cultural and Education Affairs, Embassy of Viet Nam
Dr. Pauline Tompkins, President of Cedar Crest College

Two Colleges' Coordination Moves Strongly to Activities

BY NANCY DALRYMPLE

Co-ordination is moving steadily beyond the realm of textbooks, eating facilities, and classrooms. Early in the year, Hamilton extended an open hand to Kirkland participation in extra-curricular activities on the Hill. Kirkland has grasped this offer to a significant extent. Several Kirkland students will be accepting positions of leadership and responsibility in H/K activities as a result of a semester of hard work and perseverence. Equal privileges have been awarded for equal services.

In what areas has co-ordination been the most successful?

The social service projects provide a very important illustration of the type of spirit possible when co-ordination is achieved.

From the beginning of the year, nearly a third of the participants active in the Cornhill Tutorial program were from Kirkland. Marcy State has stimulated enthusiasm to the extent that starting with second semester, almost thirty students from each college have been involved with one of the four programs offered at the Hospital.

The Handicapped Children's Program, lower in its development, has expressed hope that more girls will become involved. Help is especially needed in the swimming program. Two groups have maintained their all male status, yet this is due to a lack of initiative from both sides of the road. Both St. Elizabeth's and Gillmore Village feel Kirkland students could add a great deal.

In the publications area, a great deal has, is, and will be accomplished as Kirkland gains experience. The Publications Board itself is attempting to revise its constitution to provide Kirkland members with voting rights. In addition to this, the *Spectator* has nearly fifteen Kirkland workers, and two editors, which make up at least half of their staff.

The newly formed Hamilton-Kirkland choir has between 25 and 30 members now singing their most challenging music yet, a Bach contata. Mr. Fankhauser hopes to keep the group a small one, though he looks forward to increased membership next year. The combined choir has not yet performed but Mr. Fankhauser projects "a more active concert life next year." Similarly, the Chapel Board is a small group hoping for continued Kirkland participation. The four elected freshmen members of the Board have been among the most active on the Campus Fund Drive and every committee.

Co-ordination in drama and debating has been achieved also. Kirklandites currently performing for the Charlatans are not yet members of the group. According to President Rick Bilheimer, the four or five Kirkland students that have been part of all the Charlatan productions this year stand excellent chances of becoming official members.

Kirkland debaters Betty Hagerty, Elspeth Savage, and Janet Horsman have so far distinguished themselves for their excellence. One trophy and world-wide coverage of that "Barefoot-pregnant-and-in-the-kitchen" debate prove the ease with which co-ordination can be accomplished successfully. Bob Rauch anticipates Kirkland assistance in debating next year's national topic.

Kirkland students have been valuable contributors and dedicated workers in every activity they have participated in. The most often heard complaint is that there aren't *enough* Kirkland students. Mike Greenspan, on behalf of WHCL mentioned Kirkland's diligence. This semester, Sandy Clay and Jennie Morris have broadcast their own programs. Sarabelle Hitchener is the station's Studio Manager for next year.

Black Union leader Jim Randolph expressed his admiration for Kirkland participation by saying: "We couldn't have done half of what we've done without them." Kirkland's Pat Chance is the Union's secretary.

It is so abundantly clear from this mere sample that Kirkland assistance and participation, though sometimes small, has changed all-Hamilton activities into co-ordinated ones. Next year, Kirkland will be offered representation on the Entertainment Committee, based on the payment of the annual $30 entertainment tax.

Every student at Kirkland College is not an active "clubbie," and few wish to claim otherwise. However, co-ordination on a non-academic level is reality, thanks to the hard work of those students who are involved in these activities. With a combination of talent and determination, Kirkland students have gained executive positions, won wide publicity, brought home trophies, and gained the respect of Hamilton co-workers.

Kirkland to Sponsor 'Inter-Arts Seminar' for Next Year; Course to Study Impulses to Art in Social Environment

Next year Kirkland will sponsor an Inter-Arts Seminar — an electric "seeking insight into the living processes of art."

The course will be "a basic inquiry into what it is an artist does while at work in any of the arts, and a search for a common vocabulary among the various arts for their root source inside man and in his environment through to the most speculative directions taken by each of the arts individually."

This will not be a survey course of the history of art, but a study of the impulses to art in an individual and social environment, a work of art will be studied to find out what makes it artistic rather than to study its importance in a sequence of styles.

The works of art to be studied will range from primitive case designs through to sophisticated scientific pieces. The compositions of Stravinski and Shurnberg, and the essays of Plato and Aristotle will definitely be studied, Arts will be studied in numerous medias including sound, lights, film, tape, slides, poetry and combinations of media. On all these the rhythm, tension, and balance of art will be studied.

The purpose of the course is to promote "an awareness of Art." Other questions will be raised, such as "where does art license and science begin?" "What is trend and style?"

There will be two 1½ hour sessions a week. On Tuesday from 6-7:30 the whole class will meet to witness a film, demonstration, a play, an art event. Later during the week there will be smaller seminars springing from the events of Tuesday night.

In the future a studio course will follow up the Inter-arts seminar. The course, called a workshop of the art Synchronized, will be "an experimental studio for combining words, image, sound and movement in fresh production patterns." The students themselves will work with various medias of art.

Mr. Carl Beier and Mr. William Rosenfield (a new Kirkland professor in the arts division) will jointly conduct the class. The purpose of two professors says Mr. Beier "is to present the material in a dialogue form, not in a dictatorial sense." Mr. Beier is tremendously excited about the Inter-Arts Seminar.

This course will be open to both Hamilton and Kirkland students.

Rubenstein's Lectures on God Persuasive if Rather Dogmatic

BY ELLEN JOHNSON

"What one does not start, one doesn't have to finish," but obviously what Rubenstein didn't start he does intend to finish.

Although the "death of God" rendered little corporeal substance to his lecture, "Technology and its Effects on Religion," its integral fatalistic spirit prevailed throughout his Monday night address.

Tracing man's progress from the jug to the Pill, Rubenstein demonstrated how changes in technology affect man's perception of life and ultimately his religious sensibilities.

Constant assaults on this generation's senses have produced a sensuous age. Judiasm and Christianity cannot cope with this sensuality. Throughout their history they have stressed the unemotional, asthetic mode of communication: books.

Because these religions no longer satisfy the temperament of the "turned-on" generation, Rubenstein predicts that they will develop into "Catholic-", "Protestant-", and "Judiastic-" paganism. At this time, however, we have not attained this paganism; to be truly pagan, Rubenstein states, 'One must follow me into the wasteland and I do not believe most human beings can do it."

Utilizing the novel *The Plague*, Rubenstein asked the question of the God of History. If God controls events, then why Auswitz? Was Auswitz God's will? Rabbi Rubenstein proclaimed "I would rather be an atheist than believe in such a God."

Capitalizing on *The Stranger*, Rubenstein advanced Marceau's Universal Mathematics of Death: the supreme accomplishment is to meet one's own expectations. He then announced that if one accepts himself, then he must accept the meaning he has had for others. If a person must meet his own expectation, what happened to the God who gave structure, values and meaning to life?

How does man dispose of a dead God? How does man understand that dead God? Man must recognize God as the "Holy-nothingness," himself as "ecstasies of nothingness' and the "omnipotent nothingness of creation;" man must realize that hopelessness of man's existence.

Rabbi Rubenstein presented his theology effectively and persuasively. He was quite dogmatic, however, on an-at-best subjective topic. His lectures contained two fallacies in rhetorical logic:

1) The convincing argument, "only an ignoramus could believe my opposition."

2) The strawman argument: Rubenstein subtly constructed the case of his opposition, then deftly destroyed its arguments. Naturally, he quietly omitted any points that he could not disprove.

However, few effective speeches do not employ these or similar techniques.

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Internecine Fights Mar Prospect of 'Fifth Horse'

Sandra Faison as Lisa

BY PAUL KLING

In the depths of the Minor Theater, the Charlatans are giving birth to their next production. "The Journey of the Fifth Horse," by Ronald Ribman, will be presented this Thursday, Friday, and Saturday at 8:30 p.m., in the Minor Theater. At this point, the labor pains seem considerable.

The cast includes Jim Lattin as Zoditch, Langdon Brown as Chulkaturin, Sandra Faison as Lisa and Mrs. Grubov, Keith Daniel as Bizmionkov and Pandelevski, Alissa Cawley as Terentievna, Greg Atkinson as Sergui, Alan Bryce as the captain and Rubin, and Sally Hellier as Anna.

Adding to the already considerable difficulties in the production of this play, Zeke Berlin, Director of Theater at Hamilton and Kirkland Colleges, resigned from his position with the Charlatans, saying that he could no longer work with them. "You are all amateurs," he said.

Langdon Brown, who took over as director of the play last Friday, said that when Berlin left, he took much of the play with him in his head. "It's almost impossible to take over the direction of a play at this point," he said. ""There are many directions which Berlin gave whose purpose is totally obscure to me."

"This is a very difficult play and needs a professional director," said one member of the cast, "and Langdon started late."

In commenting on the play, Brown said that it is well written, with good dialogue, but that it has too many static long speeches. "Technically, it's incredibly demanding," he added. "There are many scenes which have to be staged in rapid succession."

Alan Bryce as Rubin

To cover the many scene changes, recorded speeches and films are being used. These represent a considerable problem, however, since their use has yet to be perfected.

The quality of the acting leaves something to be desired. A few of the actors are quite good, but most are less than good. Brown noted that perhaps the play was a bad choice, since "the talent is not here anymore."

Commenting on the overall quality of the production, one member of the cast said, "'Maybe it would be better if he (Berlin) hadn't left, but I really doubt it—I really do."

Vassar Prepares for Co-Education By Abolishing Most Parietal Rules

Eighty men from Trinity, Colgate, Williams and Haverford transferred to Vassar in January. Next fall about 200 male transfers are expected and by 1970 the freshman enrollment should be equally divided between the sexes.

Among other changes, the coeds have affected Vassar's dorm rules. Vassar abolished all curfews, approved unlimited weekends for freshmen, and instigated 24-hour open dorms.

Despite alumnae, parental, and trustee fears, Vassar has retained "an aura of dignity and naturalness" with the new dorm rules. The parietal matter, as defined by Miss Savage, is "like the pill. It makes the decision a moral one rather than one based on convenience or inconvenience.

"Having men around has improved school morale tremendously, both during the week and on weekends," she continued. "Everybody is also working harder than ever on their studies because men study differently and harder. They put us on our toes."

Vasser has now become a closer unit, and the weekend exodus has diminished tremendously. However, there still are many changes that Vassar will have to make to become a coed college and not a women's college with men living there. Mary Savage, along with Trinity-transfer and junior class president David Galbraith are already working on some needed changes.

"I think Vassar is facing many of the problems of coeducation that Hamilton and Kirkland are," Mary Savage said.

"Vassar is still an excellent school. Its conventional stuffy image is changing and we're all enthusiastic about it. We do wonder a little about our school colors, though. Won't rose and gray look a little feminine at the Vassar-Yale game?"

'Try to break the money-property-power men of their habits and they'll act like junkies—lie, steal, scream, live in your house, cut down forests, raze hills, sell the ground from under unborn feet."

"Homosexuality shuts me off from full relations with women—though unless a chick is really trying to make it with me. I'm affectionate and physical enough to give out some happy social cheer."

"Are Americans reduced to regaining liberty by violence? I'm convinced there's another way: organized chanting, shamanstu magu, ghost-dance rituals, massive nakedness, distribution of flowers."

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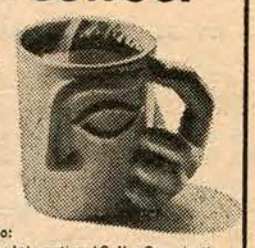

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Babbitt Affirms Need for Continual Change

(Continued from page 1)

"Short of hand-to-hand combat between students and college officials, most of whom would be ill-equipped to survive the fracas, the college will resort to professional law enforcement," Babbitt said. "The police, like bombs, are powerful, blunt instruments. When they are used, there will be broken heads, and blood, and brutality. To think otherwise is to think naively."

While deploring the methods that lead to violence, President Babbitt said the students have made up in tactics what they have missed in tact. After Columbia, the organizers at Harvard had to expect the police to overreact.

He called upon his listeners to remember "'that, as a nation, we also deplored the methods of the labor unions in this country at the turn of the century. But, we listened, we heard the message, and changes were initiated. It may be of some comfort to realize that we now regard organized labor as one of the most conservative elements in our society."

Changed Relevance

Babbitt went on to examine the content of the radicals' rhetoric. He said that their repeated cry of *relevance* is totally different in kind from what it was when most of those who have shaped the curriculum received their training. Of course we acknowledge that in theory, but have we acknowledged it in practice?"

The radicals' cry for *consistency* has, according to the President, a strong and penetrating logic, "Our undergraduates would be satisfied if we either make our policies consistent with our ideals, or readjust our statement of ideals to be more in line with our policies."

The final cry is for *humanity*. "Don't turn me into a number, don't treat me like a thing. Look in my face and behold me as an individual."

Babbitt feels that on enormous state and private campuses, students respond to the anonymity either by learning impersonality and thingness or by celebrating personality and retreating to privacy in an isolated room. "'In both cases they are consumed and defeated by their reaction to the system and the people who put them in it."

Faculty Response

The President went on to say that some faculties are responding to these cries. In addition to Free Universities springing up across the country, "there has been a heartening proliferation of small, experimental colleges within the major universities which are designed to attack the problem of the undergraduate syllabus through experimentation with small groups of undergraduates and dedicated faculty."

The nature of the undergraduate's participation in his education must change, according to President Babbitt, for the responses elicited by the very structure of the university or college may redefine the student's relationship and begin to give us education of a qualitatively different sort.

He suggested that institutional patterns be devised which counteract the natural tendency of faculty to protect and preserve existing programs without evaluation. "'It may be that students, because they are transient, can be more objective critics of much of the curriculum than those who feel they own them."

How does Kirkland relate to Babbitt's outline of the national educational system and philosophy? The President hopes that Kirkland is not only responding to what he feels are the current educational needs but is also responding to the possibility of future needs.

Kirkland is not being fashioned as a reaction to "current student unrest;'" rather it is fashioning "new forms in response to the series of inconsistencies within the education establishment and within our society which have *caused* student unrest."

President Babbitt then went on to examine Kirkland's uniqueness.

Divisions Not Departments

Coordinate with 156-year-old Hamilton College, Kirkland does not have academic departments because departments inhibit the possibilities of curricular shift and experiment by becoming administrative entities which take on a sense of necessity and self-preservation, according to President Babbitt. Instead, Kirkland is loosely structured by four broad academic divisions, and knowingly breaks the administrative parallel between undergraduate and graduate departments.

By eliminating the traditional grading systems and substituting a personal evaluation of each student's performance, President Babbitt said, Kirkland "reinforces the personal element in teaching by requiring detailed analysis and discussion of each student's work."

While the ultimate responsibility for the welfare and direction of Kirkland still lies with the trustees, students and faculty sit as voting members of trustee standing committees.

Increased communication between all members of the college community is further supported by a College Assembly comprised of administrators, faculty and students. It is charged with the direction of the daily life of the college and effectively serves as a forum for questions in "every aspect of our concern from budgets to bicycles."

Realization Possible

"Nowhere are the chances for such an educational design more capable of realization than in a private, undergraduate college for women," Babbitt concluded.

"Private, and therefore capable of self-definition; undergraduate and therefore cast between the socialization process of the elementary and secondary years and the professionalism of the graduate school; and concerned with women, the group in our society most challenged by the necessity for personal adaptation and personal definition."

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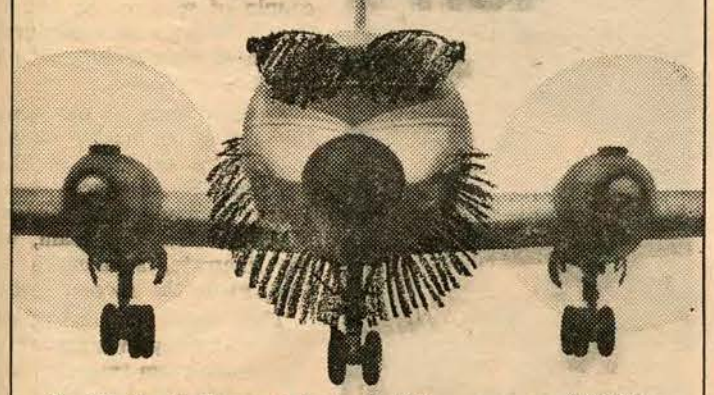

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Kirkland Athletics Feature Track, Lacrosse

Lacrosse Meets Maybe Next Year

BY CAROLYN PASLEY

The Kirkland College Lacrosse Association has a twenty girl membership.

Lacrosse was started at Kirkland by a group of four experienced and enthusiastic players: Leslie Lauck, Joan Mamelock, Duffy Petri and Woody Root. They took it upon themselves to get something going before spring vacation and so organized and coached the first couple of meetings held in the Sage Rink.

Since spring vacation there have been two or three practices a week held by the soccer field.

The small number and inexperience of the group make the practice informal.

Duffy Petri '72, who is the unofficial coach, commented, "I am not out to be a slave driver. I want to teach anyone who is willing to learn and I want everyone to have fun and enjoy the sport as much as I do. Besides, it is hard to have formal, running, driving practices when we can't even play in a game situation. We do stickwork and play keep away in attack-defense pairs. We all have a good time."

She hopes however that next year the KCLA will be coached by someone who isn't also playing and that there will be a couple of scheduled games.

The coaching will begin to cover defense in the next few weeks, as there is a definite need for something to block the strong, experienced attack line of Root, Patterson, Lauck, Mamelock, and Petri.

With the improvement of the inexperienced players and the addition of more experienced players in the incoming freshman class the prospects for the upcoming years look promising. By spring of 1971, Kirkland will even have its own playing fields.

The sticks, balls and goal cages have been supplied by the college. The girls are thankful and only hope they will be able to show something for it some time soon. One of the players added, "Maybe we'll even win a game!"

Until next year they will continue practicing and enjoying themselves and will be willing to take anyone on if they are willing to play girls' rules.

Kirkland Enters Cortland Meet

Two Kirkland girls are attempting to build a track team to represent the college. Elaine Condouris and Betsy Darken ran each day throughout the winter in the hope that they could compete with other women's colleges. In March, they competed in the Women's 220 Exhibition at Cortland. Out of six competitors, Condouris and Darken placed third and fifth respectively.

The girls work out with the Hamilton track team. Gene Long, the Hamilton coach, times them. He hopes to get more girls interested so that future meets can be arranged. The girls want to get more people involved in as many events as possible.

Especially needed are long-distance runners, pole-vaulters, and high-jumpers. In order to compete in a future meet at Alfred University, they are trying to recruit potential athletes in all of these events.

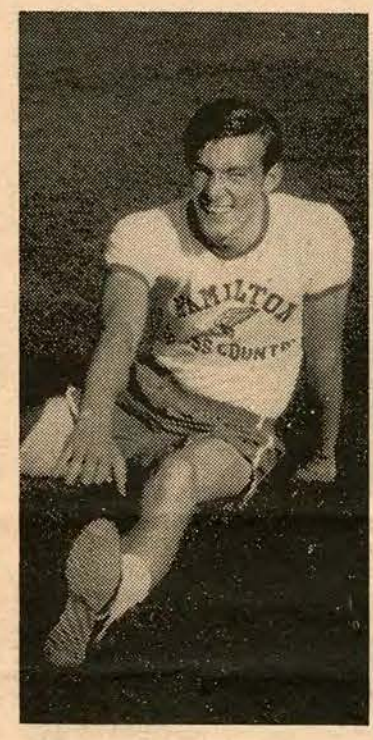
The two freshmen would like to build a good track team. They note that there are few women's colleges with strong, well-organized teams and would like to see more activity in a sport which they consider worthwhile.

As one of the girls points out, "'It's a lot of fun because it's an individual sport, a personal kind of involvement. It's a challenge for me to compete and this physical activity adds another dimension to my experience at Kirkland."

Carr Sets Track Mile Record; Kennedy and Batt All - Stars

It has been a spare week for Hamilton athletics, with spring sports commencing as we go to press. However, there are some items which, despite now being old news, should be announced.

Over a month ago Tom Carr broke the Hamilton College record for the mile run with a time of 4:21.1. Tom set the record March 15 at State Conference. Indoor Championships at Cortland, erasing the 1932 standard of 44:22.7 established by Walt Pritchard, Hamilton's only Olympian. Coach Gene Long feels that Tom can improve this time considerably over the next couple of seasons. By the way, Coach Long is still desperately searching for a manager for this year's track team.



Tom Carr

Another item of old news is that two of our hockey stalwarts have been selected as ECAC-Division II all-stars. Captain Peter Kennedy was named to the division's first team, while his linemate, sophomore Greg Balt, made the second team.

The spring sports schedule gets underway Wednesday with the tennis team traveling to Ithaca, while the baseball team took on Hobart at home, and played St. Lawrence away Thursday. Friday the lacrosse squad visits Brockport, while the golf team will be at Harpur and tennis is home against Clarkson. Saturday has the track team at Cortland. The golf team will be on the Tompkins course Saturday against Utica.

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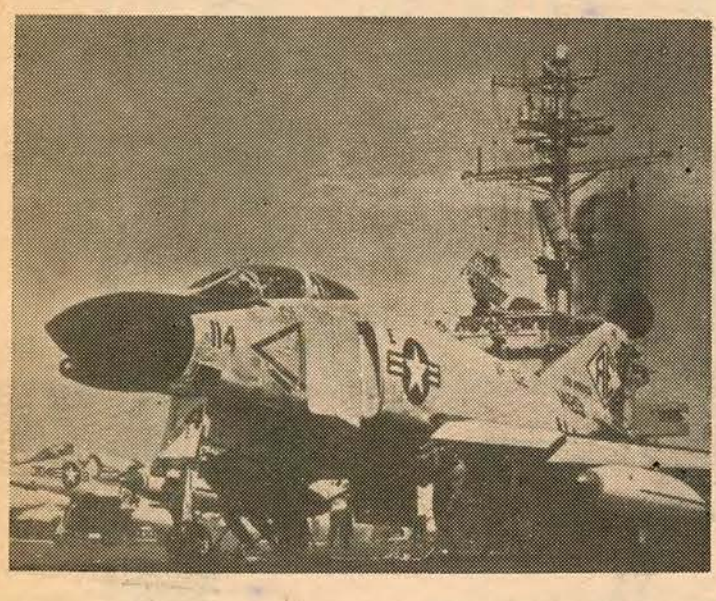

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